



## Criminal Justice II

<b>Primary Career Cluster:</b>	Law, Public Safety, Corrections and Security
<b>Consultant:</b>	Amy F. Howell, (615) 532-2839, <a href="mailto:Amy.F.Howell@tn.gov">Amy.F.Howell@tn.gov</a>
<b>Course Code(s):</b>	5988
<b>Prerequisite(s):</b>	<i>Criminal Justice I</i> (5987)
<b>Credit:</b>	1
<b>Grade Level:</b>	11
<b>Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law and Public Safety courses.
<b>Programs of Study and Sequence:</b>	This is the third course in the <i>Law Enforcement Services</i> program of study.
<b>Aligned Student Organization(s):</b>	SkillsUSA: <a href="http://www.tnskillsusa.org">http://www.tnskillsusa.org</a> Brandon Hudson, (615) 532-2804, <a href="mailto:Brandon.Hudson@tn.gov">Brandon.Hudson@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit <a href="http://tn.gov/education/cte/work_based_learning.shtml">http://tn.gov/education/cte/work_based_learning.shtml</a> .
<b>Available Student Industry Certifications:</b>	None
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
<b>Teacher Endorsement(s):</b>	590, 750
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml">http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml</a>

### Course Description

*Criminal Justice II* is an integrated survey of the law and justice systems for students interested in pursuing careers in law enforcement and legal services. From initial crisis scenario management to arrest, transport, trial, and corrections, procedures and laws governing the application of justice in the United States are examined in detail, with special emphasis on the best practices and professional traits required of law enforcement and legal professionals. Upon completion of this course, proficient

students will be prepared for advanced work in crime scene analysis and forensic science, and have strong knowledge and skill preparation for postsecondary or career opportunities in associated fields. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects.\*

## Program of Study Application

This is the third course in the *Law Enforcement Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections and Security website at

<http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml>.

## Course Standards

### Situational Management

- 1) Define the terms anger, hostility, passive, aggressive, and assertive behavior in the context of law enforcement engagement with citizens (for example, in the event of an arrest or a traffic stop). Describe the strategies that law enforcement officers use to defuse hostile situations, and reflect on the factors that could exacerbate or alleviate one such situation. (TN Reading 4; TN Writing 4, 9)
- 2) Research and give examples of crisis scenarios involving children, persons with mental or physical disabilities/disorders, and those with passive, aggressive, or assertive behavior. Develop a step-by-step procedure for effectively managing each of the situations, ensuring the safety of all persons involved and maintaining ethical and professional behavior. For example, analyze a situation in which a law enforcement officer must detain a young adult impaired by an illegal substance. Cite information from at least three resources such as textbooks, interviews with law enforcement or healthcare professionals, and print or digital law enforcement journals and websites. (TN Reading 1, 2, 3, 4; TN Writing 4, 8, 9)
- 3) Summarize in an informative essay major theories surrounding crisis negotiations. Discuss a range of considerations in the negotiation of a crisis, including but not limited to communications techniques and styles, hostage safety, public safety vs. individual safety in a hostage situation, and safety of law enforcement personnel. (TN Reading 2, 8, 9; TN Writing 2, 9)
- 4) Define what constitutes bullying according to the Tennessee Department of Education School Safety Center. Relate this definition to situations when law enforcement is authorized to become involved. Describe laws that have been developed to identify and prosecute suspects of bullying. Develop a public service announcement highlighting strategies for middle and high school students to combat bullying. (TN Reading 1, 8, 9; TN Writing 6, 8, 9)
- 5) Describe in an oral or written presentation the characteristics of victims of domestic violence and child or elder abuse. Identify legal and confidentiality considerations, techniques for interviewing suspected victims, and resources available to seek support for victims. (TN Reading 1, 2, 4, 8; TN Writing 4, 9)

- 6) Role-play in a lab or classroom setting the techniques of effective crowd management, including but not limited to deployment of crowd control methods, use of force continuum, and regulations related to the use of deadly force. (TN Reading 2, 3; TN Writing 8, 9)
- 7) Outline law enforcement roles and responsibilities in threats of natural disaster and potential terrorism, addressing at minimum the following elements: disaster preparedness, bomb threats and suspicious objects or persons, protection of citizens, and safety of law enforcement personnel. (TN Reading 1, 4, 9; TN Writing 4, 9)

### **Civil Laws**

- 8) Citing laws and legal documents, outline the responsibilities of law enforcement personnel in civil law procedures for serving writs, warrants, and summons, including areas of attachment, garnishment, claim, and delivery. (TN Reading 1, 6; TN Writing 8, 9)
- 9) Investigate law enforcement personnel limits on the use of force and entry into/onto private property during civil process services. Document the relevant procedure for a specific situation, such as in the *Soldal v. Cook County, Illinois*, case. (TN Reading 1, 2, 8; TN Writing 7, 9)

### **Alcohol and Beverage Laws**

- 10) Define alcoholic beverages and differentiate between legal and illegal alcohol sales. Cite state laws to support analysis of the differences. (TN Reading 1, 2, 8; TN Writing 8, 9)
- 11) Investigate organizations that have formed over the past century to combat the negative effects of alcohol abuse in teens and adults. Relate how legislation and law enforcement practices have changed due to the efforts of these organizations. (TN Reading 1, 8, 9; TN Writing 7, 8, 9)
- 12) Research laws and procedures utilized by law enforcement to address offenses for driving while intoxicated and driving under the influence. Compile the research into an oral, visual, or digital presentation, citing landmark cases upholding these laws. (TN Reading 2, 7; TN Writing 6, 9)
- 13) Research the National Highway Traffic and Safety Administration (NHTSA) safety desk book for guidelines related to alcohol and drug-impaired driving. Document, according to law enforcement guidelines, the possible outcomes of the preliminary breath testing device and the three Standardized Field Sobriety Tests of horizontal gaze nystagmus, walk-and-turn, and one-leg stand. (TN Reading 1, 2, 3, 4, 9; TN Writing 4, 5, 8, 9)

### **Arrest and Transport**

- 14) Devise a written plan for completing the search of a suspect without violating the individual's rights according to Tennessee state search and seizure laws. Drawing on case studies or police training videos, role-play search and seizure procedures in a classroom/lab setting. (TN Reading 1, 3, 4; TN Writing 4, 9)
- 15) Interpret acceptable procedures for transporting a person without violating his or her personal rights and maintaining safety for everyone involved. Debate how these procedures might

require modification for juveniles, persons impaired with mental/physical diseases and disorders, and any other special population. (TN Reading 2, 4, 9; TN Writing 9)

- 16) Summarize interrogation techniques used by law enforcement personnel as influenced by John E. Reid. Demonstrate in a role-play scenario each of the interrogation techniques while maintaining the constitutional rights of suspects and victims. (TN Reading 1, 3, 4)

### **Courts and the Criminal Trial Process**

- 17) Compare and contrast the specific state and federal laws and ethical issues that affect relationships among defendants and law enforcement professional, and debate these issues in an oral or written format. Discuss the application of professional/ethical codes and standards of practice. (TN Reading 2, 9; TN Writing 1)
- 18) Examine a criminal trial case. Identify the procedures related to the testimony of the witnesses: what rules of questioning must be followed by the lawyers, what the definition of an expert witness is, who can testify, the circumstances under which testimony is deemed factual, and what qualifies as perjury. (TN Reading 2, 4, 8; TN Writing 8, 9)

### **Initial Response to Crime Scene**

- 19) Conduct a systematic search of a simulated crime scene. Develop a sketch using triangulation, rectangular coordinates, straight-line methods, and transecting baseline coordinates following law enforcement industry standards for gathering evidence. (Include measurements, compass directions, scale of proportion, legend, key, and title.) Explain components of the search to classmates as if presenting to a jury. (TN Reading 2, 3, 4)
- 20) Identify the common types of physical evidence, explain acceptable parameters for determining significance, and provide cautions and limitations when dealing with evidence. (TN Reading 2, 3, 5)

### **Corrections**

- 21) Articulate important historical events and milestones impacting the evolution of the penal system in the United States. Compile a timeline or other graphic to illustrate major developments from the colonial period to today, citing specific textual evidence from research. (TN Reading 1, 2, 7; TN Writing 2, 9)
- 22) Compare and contrast the various types of public and privately owned jails/prisons at the local, regional, state and federal levels. In an informational essay, provide an overview of the prison systems in the state (including local, state, and federal) that includes the following institutional characteristics: the types of prisoners housed, maximum capacity, staffing requirements, safety measures in place, levels of security or other distinguishing characteristics, and training requirements for staff (both pre-employment and professional development). (TN Reading 1, 2, 8; TN Writing 4, 9)
- 23) Explain the structure of the juvenile detention system in Tennessee. Develop an argumentative essay on the efforts underway in the state to address the problem of disproportionate

confinement, and evaluate the effectiveness of such efforts to date by developing appropriate claim(s) and counterclaim(s). (TN Reading 2, 5; TN Writing 1, 4)

- 24) Explore the origins of parole, probation, and community corrections. Define each term and explain the interrelationships among the concepts, addressing the role of law enforcement and relevant social issues in criminal justice. (TN Reading 2, 4,)

## Standards Alignment Notes

\*References to other standards include:

- TN Reading: [State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.